Year at a Glance: Math - Gr. 2 Student Learning Objectives Clustered by Unit

DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.

Key
Focus - Explicit Instruction and Assessment
Revisited and Reinforced
Not Addressed in the Unit

			Unit 1		Unit 2		Unit 3		Unit 4	
			Place Value and Three Digit Addition and Subtraction Strategie		Counting, Addition and Subtraction Strategies		Measuring Length		Measurement Data and Data Representation	
NJSLS	**SLO**	**Units**	**1A**	**1B**	**2A**	**2B**	**3A**	**3B**	**4A**	**4B**
OPERATIONS and ALGEBRAIC THINKING										
2.OA.A.1 A. Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	WALT represent a word problem with drawings and equations using a symbol for the unknown	1, 2, 3								
	WALT solve one and two-step addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and	1								
	WALT solve one and two-step addition and subtraction word problems within 100 involving situations of adding to, taking from, putting together, taking apart, and comparing	2, 3								
2.OA.B.2 B. Add and subtract within 20. 2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	WALT know from memory all sums of two one-digit numbers within ten	1, 4								
	WALT add and subtract within 20 using mental strategies, working towards accuracy and efficiency	1, 2, 4								
2.OA.C.3 C. Work with equal groups of objects to gain foundations for multiplication. 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	WALT determine whether a group of objects up to 20 is odd or even (e.g., by pairing objects, counting them by 2s)	2								
	WALT write an equation to express an even number as a sum of two equal addends	2								
2.OA.C.4 C. Work with equal groups of objects to gain foundations for multiplication. 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	WALT use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns	2, 3, 4								
	WALT write an equation to express the total number of objects arranged in a rectangular array as a sum of equal addends	2, 3, 4								
NUMBERS and OPERATIONS in BASE TEN										
2.NBT.A.1.a A. Understand place value. 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred."	WALT a three-digit number is made up of hundreds, tens, and ones	1								
	WALT the three digits of a three-digit number represent amounts of hundreds, amounts of tens, and amounts of ones	1								
	WALT 100 is a bundle of ten tens called a "hundred"	1								

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			1A	1B	2A	2B	3A	3B	4A	4B
2.NBT.A.1.b A. Understand place value. 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	WALT the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to 1, 2, 3, 4, 5, 6, 7, 8, or 9 hundreds (and 0 tens and 0 ones)	1								
2.NBT.A.2 A. Understand place value. 2. Count within 1000; skip-count by 5s, 10s, and 100s.	WALT count within 1000	1, 2								
	WALT skip count by tens	1, 2, 3, 4								
	WALT skip count by fives	1, 2, 3, 4								
	WALT skip count by hundreds	2, 3, 4								
2.NBT.A.3 A. Understand place value. 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	WALT read numbers to 1000 using base-ten numerals	1								
	WALT write numbers to 1000 using base-ten numerals	1								
	WALT read numbers to 1000 using expanded form	1								
	WALT write numbers to 1000 using expanded form	1								
2.NBT.A.4 A. Understand place value. 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	WALT compare two three-digit numbers using place value understanding and record the results using the symbols >, =, <	1								
2.NBT.B.5 **B. Use place value understanding and properties of operations to add and subtract. 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**	WALT add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction working towards accuracy and efficiency	2, 3, 4								
2.NBT.B.6 B. Use place value understanding and properties of operations to add and subtract. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	WALT add up to four two-digit numbers using place value strategies and properties of operations	2								
	WALT when adding and subtracting three-digit numbers, only digits in the same place value can be added or subtracted to or from each other	1								

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2.NBT.B.7 B. Use place value understanding and properties of operations to add and subtract. 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	WALT when adding and subtracting three-digit numbers, sometimes it is necessary to compose or decompose tens and/or hundreds	1								
	WALT use concrete models and a place value strategy to add and subtract within 1000, and relate the written strategy to the model	1, 3								
	WALT use drawings and a place value strategy to add and subtract within 1000, and relate the written strategy to the drawing	1, 3								
	WALT use concrete models and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the model	1, 3								
	WALT use drawings and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the drawing	1, 3								
2.NBT.B.8 B. Use place value understanding and properties of operations to add and subtract. 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	WALT mentally add or subtract 10 to or from any given number between 100 and 900	1								
	WALT mentally add or subtract 100 to or from any given number between 100 and 900	1								
2.NBT.B.9 B. Use place value understanding and properties of operations to add and subtract. 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	WALT explain why addition and subtraction strategies work based on place value	1								
	WALT explain why addition and subtraction strategies work based on properties of operations	1								
MEASUREMENT and DATA										
2.MD.A.1	WALT measure lengths of objects after selecting appropriate tools such as rulers,	3								
2.MD.A.2 A. Measure and estimate lengths in standard units. 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	WALT measure the length of an object twice using different units of measure	3								
	WALT describe how two different measurements of an object relate to the size of the measurement unit chosen	3								
2.MD.A.3 A. Measure and estimate lengths in standard units. 3. Estimate lengths using units of inches, feet, centimeters, and meters.	WALT estimate lengths of objects using the units of inches, feet, centimeters, or meters	3								

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2.MD.A.4 A. Measure and estimate lengths in standard units. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	WALT measure to determine how much longer one object is than the other and express the difference in length using a standard unit of length	3								
2.MD.B.5 **B. Relate addition and subtraction to length.** **5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.**	WALT add and subtract within 100 to solve word problems that involve lengths of the same units	3, 4								
	WALT use equations with a symbol for the unknown and drawings, such as drawings of rulers, to represent the problem	3, 4								
2.MD.B.6 B. Relate addition and subtraction to length. 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	WALT use equally spaced points of a number line to represent whole numbers as lengths from 0	3								
	WALT represent whole number sums within 100 on a number line diagram	3								
	WALT represent whole number differences within 100 on a number line diagram	3								
2.MD.C.7 C. Work with time and money. 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	WALT use analog and digital clocks to tell time to the nearest five minutes using a.m. and p.m.	2, 4								
2.MD.C.8 C. Work with time and money. 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	WALT determine the total amount of money by counting combinations of dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols	2								
	WALT solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately	2, 4								
2.MD.D.9 D. Represent and interpret data. 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	WALT generate measurement data by measuring lengths, to the nearest whole unit, of several objects	4								
	WALT generate measurement data by measuring the same object multiple times	4								
	WALT record measurements in a line plot whose horizontal scale is in whole number units	4								
2.MD.D.10 D. Represent and interpret data. 10. Draw a picture graph and a bar graph (with single-unit scale) to	WALT draw a picture graph to represent a data set with up to four categories	4								
	WALT draw a bar graph to represent a data set with up to four categories	4								

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represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems4 using information presented in a bar graph.	WALT use information from a bar graph to solve simple put together, take-apart, and compare problems	4								
GEOMETRY										
2.G.A.1 A. Reason with shapes and their attributes. 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	WALT recognize and draw shapes based on their attributes, such as a given number of angles or a given number of equal faces	4								
	WALT identify cubes, triangles, quadrilaterals, pentagons, and hexagons	4								
2.G.A.2 A. Reason with shapes and their attributes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	WALT partition a rectangle into rows and columns of same-size squares and count to find the total number of same size squares	2								
2.G.A.3 A. Reason with shapes and their attributes. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	WALT partition circles and rectangles into two, three, or four equal shares	4								
	WALT describe the shares using the words halves, thirds, fourths, half of, a third of, or fourth of	4								
	WALT describe the whole as two halves, three thirds, four fourths	4								
	WALT recognize that equal shares of identical wholes need not have the same shape	4								